



## PSYCHOLOGICAL AND PEDAGOGICAL FACTORS OF ECONOMIC LITERACY DEVELOPMENT IN FUTURE TEACHERS

X.T.Jumanov

Associate Professor of "Fundamentals of Economic Knowledge" TSPU named after Nizami

### ABSTRACT

The article addresses the psychoanalytic pedagogical factors of economic literacy development for future teachers, basic elements of development of economic worldview.

*Key words: Enhancing economic knowledge, intellectual factor, motivative factor, determinative factor, emotional factor, practical factor, factor of independence, factor of individuality*

One of the most pressing issues facing the education system today is the training of personnel in high demand in the labor market. In our country, special attention is paid to the training of highly qualified specialists in their field, with intellectual potential, high spirituality, loyal to our national ideas. This requires a radical overhaul of the training process in educational institutions. In this regard, the vocational training of specialists in the field of economics requires the creation of conditions that together form the economic educational process, based on the principles of interdisciplinary connection and consistency.

Some of our scientists (N. Kamolova) have studied the pedagogical conditions for the development of economic knowledge, skills and abilities of students in non-economic universities from a more general and educational point of view, but their development has not been studied in relation to vocational education. uncertainties are allowed.

First, in our view, the terms "development of economic knowledge" and "economic ability" have not been used very successfully from a scientific and pedagogical point of view.

Second, although the terms "economic knowledge development" and "economic skill" are the main concepts of the research topic, they are not defined, interpreted, or explained as concepts.

Third, students develop abilities, thinking, knowledge is formed or increased. Therefore, the use of the phrase "development of economic knowledge" is, in our view, less appropriate.

Fourth, the phrase "economic ability" is so abstract that it is not clear what it means, what it means. In our opinion, the phrase "professional-economic practical skill" should have been applied.

Fifth, graduates of pedagogical colleges are mainly engaged in pedagogical activities, not entrepreneurship. They often work as primary school teachers in schools or as educators in preschools. Therefore, in the process of learning, the student pays more attention to the issues of increasing their general knowledge of economics, "expanding their initial economic ideas", "economic education of young people."

Sixth, a special course and curriculum for the development of economic knowledge, skills and abilities of students of pedagogical non-economic universities has not been developed, but only the content of the subject "Fundamentals of Economics". There is no mention at all of the use of additional resources.

The study of the humanities and socio-economic sciences, mathematics and natural sciences, as well as general professional sciences in an integrated manner is an important factor in the formation of their professional

and economic skills. In this sense, the role of economic concepts in the process of lectures and practical training in each specialty, the need to study them, the sequence, the relationship with other concepts, and this connection reflexive (reflex, involuntary), symmetric or transitive (a set of knowledge acquired in the course) be able to apply in their place) and be able to determine their professional significance, depending on their subordination to other characteristics.

It is known that in traditional education, the conduct of lectures and practical classes in connection with each subject has shown its impact on the integrative formation of knowledge in students. It has been observed in practice that this leads to a slowing down of the process (opportunity) of creative thinking in students.

All economic disciplines taught in professional colleges should be not only informative, teaching, but also have the function of developing, integrating, educating the economic worldview of future professionals. It is obvious that each science teacher-specialist is tasked not only to equip students with the scientific information available in the structure of the subject, but also to develop the economic concepts they have acquired and integrate them with other concepts, and to educate future staff in the spirit of national values. Therefore, in preparation for the next lesson, each educator-scientist should choose the teaching material in accordance with the above requirements and principles, and effectively use the appropriate parameters to bring it to the attention of students.

The main contradiction that ensures the development of the professional activity of the specialist is determined by the difference between human abilities and the requirements of professional activity. Conflicts that arise in the course of professional activity are resolved by each specialist at the level of their capabilities and abilities. This activity determines the individual style of the specialist.

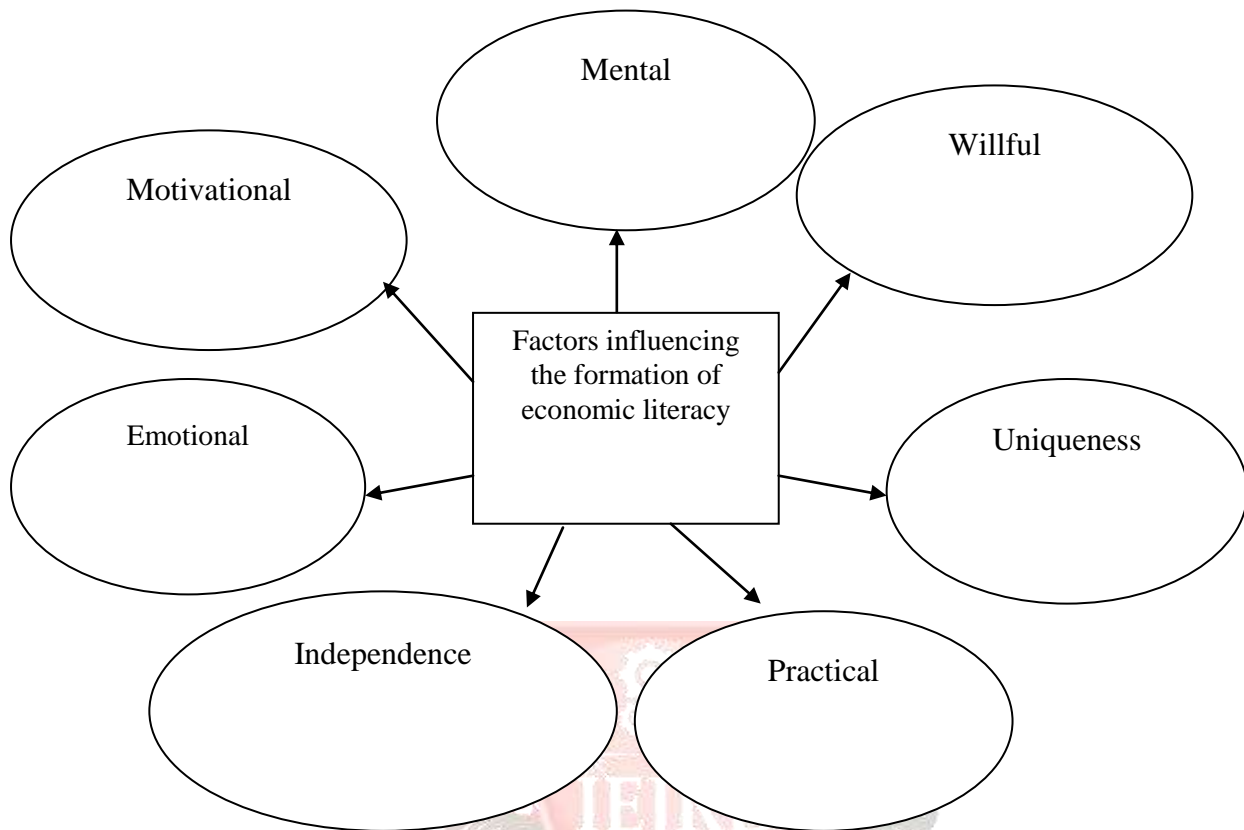
Self-management, perseverance, courage, fearlessness, respect and attention to others, confidence in their own abilities, honesty in evaluating their activities, strong will, ability to focus, concentrate their efforts on the implementation of activities and goals, it has been found that a person can achieve a high level of professionalism only if he has the qualities to manage his activities properly, to be mentally active and able to adapt to changing conditions, to compare his capabilities with the driving force and the social world [90, -640].

Students' mastery of the material should take into account the effectiveness of the thinking process, rationality, the ability to draw the necessary conclusions from the material, to generalize the material, to achieve the purpose, to stand firm, to help fill in the gaps in the educational process. Therefore, it is necessary to choose teaching materials that meet the scientific, educational, didactic and ethical requirements.

Thus, taking into account the psychological and professional laws in the teaching of economic sciences is important for the emergence and development of direct professional activity. In the future, one of the psychological and pedagogical components of specialists is required to have a certain high quality of "remembering economic concepts." In addition, the structure of the work carried out includes the integration, interconnection and methodology of use of knowledge in several economic disciplines. Each student will have their own block of knowledge depending on their ability, mainly their desire for knowledge. According to the structure of knowledge, it is a set of technical and technological, psychological and pedagogical, philosophical, physical-mathematical, economic, practical and other types of knowledge. tries to use.

The results of pedagogical research and research show that the development of economic literacy of students of non-economic universities depends on a number of factors. This means that effective results in economic education cannot be achieved without strengthening the factors that affect the economic literacy of

students. The interdependence of factors affecting students' economic literacy can be schematically described as follows.



- To strengthen the influence of the motivational factor, the internal need for the implementation of educational and professional activities of the student is developed. At the same time, based on the leading motives, students are given knowledge about modern methods of economic education, in particular, the rational use of electronic literature and the Internet, that is, they form motives for creativity, the pursuit of innovation;

-to strengthen the influence of the intellectual factor, students are taught to think freely, to think systematically and creatively, to model, design, predict economic processes, to find new ideas;

-to strengthen the influence of the will factor, students are taught to do independent research, as a result of which they develop the skills of modeling complex economic phenomena and independent solution of educational and professional tasks, practical tasks, work, the formation of willpower qualities;

- To enhance the impact of the emotional factor, students develop a sense of curiosity, the choice of optimal ways to solve economic problems, they are taught to be vigilant in finding creative solutions in educational and professional activities; emotional factors are strengthened in the student through the modeling of economic processes and the study of the practical foundations of economics;

- In order to increase the impact of the practical factor, students develop the skills of receiving new economic information, processing, finding unconventional solutions to economic problems, thinking, professional activity and a tendency to change the direction of economic activity. They are taught to use scientific resources and Internet news wisely in solving an economic problem;

- The factor of independence - self-awareness as a creator, finding a place in social, educational and professional-economic activity, knowledge of their creative potential in secondary special, vocational education and professional activity; demonstration of independence and freedom in carrying out their educational activities and thinking. The student's independent thinking in understanding the technologies in economic processes and substantiating their advantages and conveniences shows that he can defend his opinion and find his place in future professional and economic activities;

- The factor of originality - the ability to direct their thoughts in the necessary direction, to look for sources that allow them to find new ideas, to create conditions independently to ensure their creative activity. The correct execution of economic tasks, the choice of optimal methods of solutions show the creativity of the student, the ability to work independently.

Radical reform and development of the economy of the republic are inextricably linked with socio-political, cultural and educational changes in society. As a result, it makes it necessary to put economic education in a consistent manner in the education system. In other words, a student's cognitive activity depends on the structure of the learning process and how much the factors affect it. As a result, the teacher's responsibility for managing and coordinating his or her learning activities in the student's economic literacy development system increases.

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